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ABSTRACT

Part 1 of the home economics curriculum guide for grades 7-12 provides a brief program description and concise diagrams depicting the overview chart, course charts for grades 7-8 and grades 9-12, and models for semester courses. Part 2 presents detailed unit plans, which include unit descriptions, credit values, minimum class times, prerequisites, and lists of various performance objectives, organized by grade for grades 7 and 8, and by subject matter for grades 9-12. Sample topics for grades 7 and 8 are home living, sewing, foods, and crafts. For grades 9-12 the broad subject headings are: clothing and textiles (12 units); foods and nutrition (8 units); human development (11 units); housing and home furnishings (4 units); and consumer economics and home management (4 units). Four units on related occupations (child development, occupational food service, and sewing for profit) are also included. (JR)

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PROGRAM OF STUDIES

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CE004365

HOME ECONOMICS

GRADES 7 - 12

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.

S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of developemnt. During the fall of 1974 instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

HOME ECONOMICS

PROGRAM OF STUDIES

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

PROGRAM OF STUDIES

HOME ECONOMICS

SECTION A

TABLE OF CONTENTS

Page

Program Description 1

Overview Chart 4

Course Chart - grades 7-8 5

Course Chart - grades 9-12 6

Course Models 8

PROGRAM DESCRIPTION

The home economics program is designed to prepare students for more effective living in contemporary society. Instruction is focused upon the development of the competencies related to personal development, family living and career preparation. The emphasis that this combined academic and skills program gives to these aspects of living is determined by the needs and interests of individuals and families. Students have the opportunity to consider and clarify values and goals, to gain knowledge relevant to present and future living, to develop skills, and to expand interests.

Home economics education has two components: Consumer and Homemaking education and Occupational Training.

In the CONSUMER AND HOMEMAKING phase emphasis is placed on growth and development of individuals and families; decision-making; management of resources; multiple role as family member, wage-earner, and citizen; and the development of skills through the application of theory and the use of current methods, equipment and materials. A sequential and specialized in-depth program offers instruction in the following areas:

- human development and family-peer relationships
- consumer education
- management in the use of resources
- clothing and textiles
- foods and nutrition
- environmental housing and interior design
- art in personal and family living

Learning strategies include individualized instruction, small-group experiences, and class activities which are multisensory and multimedia. Students are encouraged to apply and adapt knowledge and skills attained in the classroom and/or laboratory to home and community activities.

The OCCUPATIONAL TRAINING phase of the program is concerned with preparing students for entering and progressing in gainful employment in the areas of:

- clothing and textiles
- foods and nutrition
- child care and guidance

Laboratories simulating the occupational area being taught provide students with opportunities to achieve mastery of basic competencies and gain knowledge essential for the job.

An integral part of the home economics program is the national youth organization, Future Homemakers of America (FHA). This co-curricular club has two facets: FHA and FHA/HERO (Home Economics Related Occupations). The national program of action guides the activities of

chapters and individual FHA members. The purposes of this organization are to help youth assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation and community involvement.

Consumer and Homemaking (7-8)

Participation: Homemaking is offered in the intermediate school at levels 7 and 8. Home Economics I, the beginning course in the sequential high school program, may be offered as an elective course in the intermediate school.

Program: The content is selected to enable students in a laboratory environment to achieve knowledge and skills that are relevant to daily living. The program is designed to assist the student in functioning as a responsible family member and citizen.

By completion of the intermediate program the student will have had learning experiences in:

- performance of basic skills in sewing, cooking, child care and housekeeping
- development of nutrition, grooming, dress and social habits
- performance of activities involving principles of safety, health, management, ecology and consumerism
- identification of roles and relationships of family members
- exploration of career opportunities

Consumer and Homemaking (9-12)

Participation: All courses are elective.

Program: The content focuses on the development of competencies important to home and family living through a program taught in a laboratory environment. Students may select from: (1) a four-year program in which knowledge and skills are presented in sequence to facilitate comprehension and application, or (2) a specialized program designed to provide in-depth instruction in specific areas.

The total high school program offers learning experiences in:

- clarification of values related to personal and family living
- appraisal of management and consumer problems
- identification of roles of family members and functions of the home and family
- development of clothing construction and food preparation skills commensurate with one's goals and abilities

- development of the ability to utilize personal skills for the betterment of self, family and community
- management of the multiple role as family member, wage-earner and citizen
- recognition of home economics education as basic to many occupations and professions

Occupational Training (10-12)

Participation: All courses are elective.

Program: The content is based upon the development of competencies needed in a job that utilizes home economics skills and knowledge. The student is prepared for entry jobs and is provided basic learnings for continuing education after high school graduation.

By completion of the occupational program the student will have had learning experiences in:

- technical theory and skill development in the classroom/ laboratory for two or three consecutive hours daily
- development of personal qualities necessary for employment
- availability of opportunities for employment and self-improvement in an occupation

HOME ECONOMICS EDUCATION

In The

Fairfax County Public Schools

GRADE LEVELS 7-12

PREPARES STUDENTS

through the study of	in the areas of	for employability and effective living by learning about	now and for the future in
Individual Development in the Family	Relationships and Child Development	People	Personal Development
Consumption of Goods and Services	Consumer Economics and Home Management	Resources	Consumer Practices
Management in the Family	Food Management	Nutrition	Homemaking
Cultural Development in the Family	Housing and Home Furnishings	Environment	Gainful Employment
Related Home Economics Occupations	Clothing Management	Apparel	Continuing Education

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services

Home Economics Program of Studies
Intermediate School

Grade Levels 7-8

LEVEL - 7		LEVEL - 8			
HOMEMAKING (8207) 45 Days	HOMEMAKING (8206) 1 Semester	HOMEMAKING (8210) 45 Days	HOMEMAKING (8210) 1 Semester	HOMEMAKING (8221) 1 Year	HOME ECONOMICS I (8230) 1 Year
HOME ARTS Let's Get Organized Background for Living Mechanics of Sewing I Personal Grooming Fun with Foods I	HOME LIVING Let's Get Organized Background for Living Caring for Children Appearance Counts Learning to Sew BEGINNING FOODS I Equipment Makes the Difference Food Supplies and Shopping Meal Patterns Cooking and Serving	LOOKING AHEAD Mechanics of Sewing II Fun with Foods II Looking Your Best Person to Person Career Opportunities	TEEN LIVING Food for Individual Needs Looking Your Best You and Your Friends Career Opportunities Respecting Your Environment BEGINNING SEWING Equipment Essentials Pattern and Fabric Sewing Projects	PERSONAL LIVING Personality - You You and Your Family You and Your Friends Watching Children Grow Respecting Your Environment A Safe Environment Career Opportunities BEGINNING SEWING Equipment Essentials Pattern and Fabric Sewing Projects BEGINNING FOODS II Food Problems Meals for Today Regional Foods CRAFTS AND YOU Country Crafts Looking Your Best Sewing of Knits	PERSONAL IMPROVEMENT AND CAREERS BASIC SEWING BASIC FOODS INTERIOR DECORATING

13

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services

Home Economics Program of Studies
Grade Levels 9-12

SEQUENTIAL PROGRAM — LEVELS 9-12

Home Economics I (8230)
- Personal Improvement and Careers
- Basic Sewing
- Basic Foods
- Interior Decorating

Home Economics II* (8240)
- Development of the Child I
- Advanced Foods
- Intermediate Sewing or Textiles and Crafts
- Home Nursing or Consumer Management

Home Economics III* (8250)
- Preparation for Marriage
- Housing and Interior Design
- Option -- one Clothing Management Specialized Study
- Option -- one Food Management Specialized Study

Home Economics IV* (8260)
- Integrative Study
- Option -- Environmental Housing or American Crafts
- Option -- two units from Specialized Studies

ONE-YEAR COURSES — LEVELS 11-12

Senior Homemaking (8270)
- Preparation for Marriage
- Modern Meals
- Option -- one Clothing Management Specialized Study
- Housing and Interior Design or Consumer Management

Social and Consumer Education for Young Adults (8270)
- Basic Foods
- Option -- one other Food Management Specialized Study
- Management for Young Adults
- Personal Decisions

Human Development (8270)
- Emotional Behavior
- Self-Development
- The Complete Person
- Integrative Study

Fashion Design* (8280)
- Basic Design
- Original Design
- Couture Design
- Haute Couture

* Prerequisite required

SPECIALIZED STUDIES — 2 UNITS = 18 WEEKS — LEVELS 10-12

Clothing Management (8274)
- Basic Sewing +
- Intermediate Sewing +*
- Advanced Sewing *
- Tailoring *
- Sew With Knits I
- Sew With Knits II *
- Wardrobe Planning
- Textiles and Crafts
- Basic Design *
- Original Design *
- Couture Design *
- Haute Couture *

Food Management (8273)
- Basic Foods +
- Advanced Foods +*
- Modern Meals
- Party Foods
- Gourmet Foods *
- International Foods *
- Experimental Foods
- Baking

Relationships (8272)
- Personal Improvement and Careers +
- Family Living
- Preparation for Marriage
- Parenthood
- Personal Decisions
- Self-Development
- Emotional Behavior
- The Complete Person
- Integrative Study

Child Development (8284)
- Development of the Child I
- Development of the Child II *

Housing and Home Furnishings (8297)
- Interior Decorating +
- Housing and Interior Design
- Environmental Housing
- American Crafts

Consumer Economics and Home Management (8271)
- Consumer Management
- Home and Family Management
- Home Nursing +
- Management for Young Adults

NOTE: The listings under each heading are 45 day curriculum units.
* Prerequisite required
\+ Also offered in grade 9

OCCUPATIONAL PROGRAM — 2-3-HOUR BLOCK — PREREQUISITE: 16 YEARS OR OLDER

Child Care Occupations (8285)
(Child Development Seminar and Laboratory)
- Orientation to and Participation in Laboratory School
- Developmental Stages of Children
- Special Areas of Study
- Child and the Family

Food Occupations (8275/8276)
(Food Management, Production and Service)
- Job Analysis
- Quantity Cooking
- Service of Food
- Management Practicum

Sewing Occupations (8280/8295)
(Sewing for Profit)
- Home Furnishings
- Garments for Self and Others
- Alterations and Repairs
- Accessories and Gifts

MODELS FOR SEMESTER COURSES

The following models are provided as possibilities for adapting the Specialized Studies to meet the needs and interests of the students in the individual schools. Two units selected from one Specialized Study area form a semester course. The title used may be the same as one of the units or may be different; the school has the flexibility to select an appropriate course title. In all cases, the state course code for the Specialized Study area must be utilized.

Clothing Management (8274)

Fashion Sewing
- Advanced Sewing
- Sew With Knits I

Dressmaking
- Advanced Sewing
- Tailoring

Sewing for Pleasure
- Basic Sewing
- Textiles and Crafts

Stitching With Knits
- Sew With Knits I
- Sew With Knits II

Wardrobe Planning
- Wardrobe Planning
- Basic Sewing

Flat Pattern
- Basic Design
- Original Design

Food Management (8273)

Hospitality Foods
- Party Foods
- Gourmet Foods

Learning to Cook
- Basic Foods
- Modern Meals

Modern Foods
- Modern Meals
- Advanced Foods

Gourmet Foods
- Gourmet Foods
- International Foods

Relationships (8272)

Marriage and the Family
- Family Living
- Parenthood

Contemporary Living
- Preparation for Marriage
- Personal Decisions

Exploring Parenthood
- Parenthood
- Development of the Child II

Child Development (8284)

Child Development
- Development of the Child I
- Development of the Child II

Housing and Home Furnishings (8297)

Interior Decorating
- Interior Decorating
- American Crafts

Housing and the Environment
- Housing and Interior Design
- Environmental Housing

Consumer Economics and Home Management (8271)

Consumer Problems
- Consumer Problems
- Home and Family Management

PROGRAM OF STUDIES

HOME ECONOMICS

GRADES 7-12

SECTION B

TABLE OF CONTENTS

Page

Consumer and Homemaking

Grade 7

Home Living 1
Beginning Foods I 3
Home Arts 4

Grade 8

Looking Ahead 6
Teen Living 8
Beginning Sewing 10
Personal Living 12
Beginning Foods II 14
Crafts and You 16

Consumer and Homemaking
Grades 9-12

Clothing and Textiles

Basic Sewing 18
Intermediate Sewing 20
Advanced Sewing 21
Tailoring 22
Sew with Knits I 23
Sew with Knits II 24
Wardrobe Planning 25
Textiles and Crafts 26
Basic Design 27
Original Design 28
Couture Design 29
Haute Couture 30

Foods and Nutrition

Basic Foods 31
Advanced Foods 32
Modern Meals 33
Party Foods 34
Gourmet Foods 35
International Foods 36
Experimental Foods 37
Baking 38

Page

Human Development
- Personal Improvement and Careers 39
- Family Living 40
- Preparation for Marriage 41
- Parenthood 42
- Personal Decisions 43
- Self-Development 45
- Emotional Behavior 46
- The Complete Person 47
- Integrative Study 48
- Development of the Child I 49
- Development of the Child II 50

Housing and Home Furnishings
- Interior Decorating 51
- Housing and Interior Design 52
- Environmental Housing 53
- American Crafts 54

Consumer Economics and Home Management
- Consumer Management 55
- Home and Family Management 56
- Home Nursing 57
- Management for Young Adults 58

Related Occupations

Child Development Seminar and Laboratory 59
Occupational Food Service I 60
Occupational Food Service II 62
Sewing for Profit 63

GRADE 7

Home Living involves the student in five of the dimensions of home economics. The units are:

Let's Get Organized provides experiences through which the student may assess values derived from planning.

Background for Living includes the identification of traits which contribute to being a responsible family and peer-group member; the development of skills involved in maintaining a room with emphasis on aesthetics, organization and furniture selection.

Caring for Children includes the study of the behavior of young children, their growth and play patterns, and relates these learnings to the duties, responsibilities, and procedures involved in the job of baby-sitting.

Appearance Counts includes basic principles of grooming and identifies techniques of clothing care.

Learning to Sew provides an opportunity to use and to care for the sewing machine, to construct a garment or accessory from a simple pattern, using machine and hand stitching.

Credit Value: One unit of a 90/180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Recognize organization as an aid in management
2. Develop a usable plan for organization of certain personal and class activities
3. Explore the career opportunities in home economics related fields
4. Identify traits which contribute to being a responsible family and peer-group member
5. Participate in showing regard for personal and public property
6. Cite basic principles of arranging and decorating a room for study, sleep and leisure
7. List the advantages of and procedures for room care and organization
8. Do simple home maintenance and repair jobs in a correct and safe manner

9. Recommend storage accessories in relation to the ease of accessibility and convenience of specific items

10. Cite examples of baby-sitting responsibilities related to the care, safety and happiness of a young child

11. Chart information items a sitter needs on his/her young charge

12. Identify qualities and responsibilities of the sitter; responsibilities of the child's parents

13. Explain how play contributes to physical, mental and social development

14. Select suitable toys according to motor and mental development of a child

15. Describe how behavior patterns may vary according to the individual

16. Identify grooming procedures and explain the importance of each

17. Determine appropriate styles and becoming colors for individual coloring and stature

18. Judge a purchase on the basis of selected criteria

19. Identify basic motivational techniques used in the market place

20. Select a pattern according to need, size and sewing ability

21. Identify, use and properly care for basic sewing equipment

22. Identify basic types of fabric

23. Determine suitable designs, colors and textures of fabrics for project

24. Select woven fabric and notions for sewing project

25. Identify functions and perform basic care of sewing machine parts

26. Operate and control the sewing machine

27. Make simple pattern adjustments and prepare fabric

28. Perform basic construction skills by machine and hand sewing

29. Apply pressing techniques during project construction

30. Complete and evaluate a sewing project

31. Apply basic sewing principles to new projects

GRADE 7

Beginning Foods I involves the use of basic techniques and equipment for the planning, preparing, and serving of breakfasts and luncheons. Cleanliness, management, safety and nutritional practices are incorporated. Attention is given to the development of cultural appreciation to holidays and celebrations, to the making of appropriate table decorations and gifts, and to the preparing and serving of traditional foods.

Credit Value: One unit of a 90/180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Select foods representing the Basic Four food groups to meet daily dietary requirements
2. Identify the relationship of food to one's well-being and appearance
3. Demonstrate competency in the use and care of basic kitchen equipment
4. Participate in group planning, preparation, and serving of breakfast and luncheons
5. Relate rules of etiquette to classroom activities
6. Evaluate laboratory practices and foods prepared according to established criteria
7. Identify holiday traditions, relating to foods, of the United States and other countries; cite similarities and relationships
8. Identify social customs that may contribute to personal and family development
9. Identify resources conserved through planning
10. Apply safety practices and accident prevention techniques in the kitchen

Home Arts (8207)
Section B
September 3, 1974

GRADE 7

Home Arts involves the student in five of the dimensions of home economics. The units are:

Let's Get Organized guides the student in assessing the value derived from planning.

Background for Living includes the identification of traits which contribute to being a responsible family and peer-group member and skills involved in maintaining a room with emphasis on organization. The student becomes an informed baby-sitter by exploring the duties, responsibilities and procedures involved in the job.

Mechanics of Sewing I provides an opportunity to use and to care for the sewing machine, to do machine and hand sewing and to construct an accessory for one's room or person.

Personal Grooming introduces the basic principles of grooming.

Fun With Foods I involves the use of basic techniques and equipment for planning, preparing, and serving foods. Options for learning incorporate cleanliness, management, safety and application of the Basic Four food groups to dietary needs.

Credit Value:
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Recognize organization as an aid in management
2. Develop a usable plan for organization of certain personal and class activities
3. Explore the career opportunities in home economics related fields
4. Identify traits which contribute to being a responsible family and peer-group member
5. Participate in showing regard for personal and public property
6. List the advantages of and procedures for room care and organization
7. Cite examples of baby-sitting responsibilities related to the care, safety and happiness of a young child
8. Identify qualities and responsibilities of the sitter; responsibilities of the child's parents

9. Select a pattern according to need and sewing ability

10. Identify, use and properly care for basic sewing equipment

11. Select fabric for a sewing project that is suitable to the accessory pattern selected

12. Identify functions and perform basic care of sewing machine parts

13. Operate and control the sewing machine

14. Perform basic construction skills by machine and hand sewing

15. Apply pressing techniques during project construction

16. Complete and evaluate a sewing project

17. Identify grooming procedures and explain the importance of each

18. Select foods representing the Basic Four food groups to meet daily dietary requirements

19. Identify the relationship of food to one's well-being and appearance

20. Demonstrate competency in the use and care of basic kitchen and safety equipment

21. Participate in group planning, preparation, and serving of breakfast and luncheons

22. Relate rules of etiquette to classroom activities

Looking Ahead (8210)
Section B
September 3, 1974

GRADE 8

Looking Ahead involves the student in five of the dimensions of home economics. The units are:

Mechanics of Sewing II emphasizes the ability to select a pattern suitable to sewing abilities and provides opportunity to improve accuracy and skill through construction of a sewing project.

Fun with Foods II provides experiences in planning, preparing and serving simple lunches and foods for special occasions. Responsibilities of the host and hostess are explored.

Looking Your Best is designed to offer students the knowledge and practice needed to assess and improve grooming practices.

Person to Person is designed to provide experiences and insight into the development of satisfactory peer relationships and to promote an awareness of respect for mutual property.

Career Opportunities is an exploration in job opportunities with emphasis on home economics related occupations.

Credit Value:
Minimum Class Time: 45 days
Prerequisite: Home Arts or Homemaking 7

PERFORMANCE OBJECTIVES

The student will be able to:

1. Use body measurements to select pattern and size
2. Demonstrate knowledge in the use and care of the sewing machine and small sewing equipment
3. Identify fabric construction, finishes, and related care
4. Select a fabric which is suitable to sewing abilities and pattern design
5. Construct a "super simple to sew" pattern in fabric for self
6. Identify points of quality and areas needing improvement in garment constructed through self-evaluation and teacher-evaluation
7. Write menus to meet the daily food needs
8. Relate specific nutrients to their functions in the body and describe their effects on physical, emotional and mental status
9. Explain the effect of present diet on future growth and development

10. Distinguish food facts from fallacies

11. Explain the relationship of unit pricing, code dating, coupons, packaging methods, and advertised specials, to consumer practices

12. Prepare simple, attractive, palatable and healthful midday meal requiring the application of basic principles of cookery

13. Demonstrate skills in serving meals

14. Identify the role of a host or hostess and guest at a meal

15. Explain how weight is controlled by calorie intake and output, activity, body build and individual needs

16. Compare the calorie value of foods

17. Explain how personal appearance can be enhanced through posture, exercise, daily grooming routine, makeup and hair style

18. Explain the gradual shift in dependency from family to peer groups

19. Predict how choice of friends affects personality development

20. Cite ways in which personal and community property is abused

21. Participate in showing regard for personal and community property

22. Give examples of employment available to teenagers using knowledge and skills acquired in home economics class

Teen Living (8210)
Section B
September 3, 1974

GRADE 8

Teen Living involves the student in five of the dimensions of home economics. The units are:

Foods for Individual Needs acquaints the student with basic understandings of how nutrients affect development, of common food misinformation and of methods for acquiring accurate food information. Meal planning, preparing and serving are keyed to individual needs.

Looking Your Best is designed to give students the knowledge and practice needed to assess and improve grooming practices.

You and Your Friends involves the students in a study of individual qualities which contribute to satisfactory peer relationships.

Career Opportunities explores personal abilities and interests and relates them to job opportunities with particular emphasis on home economics related occupations.

Respecting Your Environment is designed to create an awareness of and respect for mutual property.

Credit Value: One unit of a 90/180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Write menus to meet the daily food needs
2. Relate specific nutrients to their functions in the body and describe their effects on physical, emotional and mental status
3. Explain the effect of present diet on future growth and development
4. Compare current sources of food information on value and validity
5. Explain how weight is controlled by calorie intake and output, activity, body build and individual needs
6. Prepare a meal or food using preparation techniques discussed in class
7. Explain the relationship of unit pricing, code dating, coupons, packaging methods, advertised specials, to consumer practices
8. List federal and state programs that apply to food shopping

9. Identify methods of meal services and table settings

10. Demonstrate skills in serving meals

11. Identify the role of a host, hostess and guest at a meal

12. Explain how behavior and attitude can contribute to the mealtime atmosphere

13. Identify the benefits of exercise, rest and nutrition to health and attractiveness

14. Explain the procedure for the phases of grooming care

15. Identify techniques of clothing care

16. Develop a plan for storage and organization of clothing

17. Explain the gradual shift in dependency from family to peer groups

18. Predict how choice of friends affects personality development and activities

19. Give examples of employment available to teenagers using knowledge and skills acquired in home economics class

20. Relate high school offerings to preparation for specific jobs

21. Distinguish between wear that is caused through proper use of property and that caused by abuse

22. Participate in showing regard for personal and community property

Beginning Sewing (8221)
Section B
September 3, 1974

GRADE 8

Beginning Sewing provides an opportunity for students to consider clothes as an expression of self, to gain an appreciation of sewing as an art, and to develop those skills needed in successfully completing a garment.

Credit Value: One unit of a 90/180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Become aware of the relationship of clothing to self-image
2. Distinguish when sewing for self would be more practical than purchasing the same item
3. Identify lines in clothing that will compliment the body contours
4. List the standard body statures and the pattern sizes within the type range
5. Select a pattern in the correct type and size
6. Identify cotton and cotton blends by name
7. Identify fabric construction, finishes, and related care
8. Select a fabric which is suitable to sewing abilities and pattern design
9. Demonstrate knowledge in the use and care of the sewing machine
10. Demonstrate use of the equipment and techniques necessary for maintaining grain while preparing, sewing, and pressing the fabric
11. Interpret the chart on the pattern envelope for guidance when purchasing fabric and notions
12. Form work patterns conducive to accomplishing task in an orderly and safe manner
13. Use basic pattern alterations to achieve fit
14. Apply procedures for layout, cutting, and marking of fabric

15. Construct a project(s) which requires darts, pleats, facing, hem, zipper and other fasteners

16. Identify points of quality as well as defects in garment construction through self-evaluation and teacher-evaluation

Personal Living (8221)
Section B
September 3, 1974

GRADE 8

Personal Living involves the student in seven of the dimensions of home economics. The units are:

Personality - You is a study of the influence of heredity and environment on developing personalities.

You and Your Friends provides opportunity to consider individual qualities which contribute to satisfactory peer relationships.

You and Your Family assists the student to analyze roles in the home as a contributing member of a family group and of the community.

Watching Children Grow relates the care of children to meeting their basic needs.

Respecting Your Environment is designed to promote an awareness of and respect for mutual property.

A Safe Environment enables the student to develop an awareness of common accidents, ways to prevent them, and responsible action to take if they should occur.

Career Opportunities is an exploration of job opportunities with particular emphasis on home economics related occupations.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Homemaking 7

PERFORMANCE OBJECTIVES

The student will be able to:

1. Recognize self as a unique personality within the environment
2. Explain the gradual shift in dependency from family to peer groups
3. Predict how choice of friends affects personality development and activities
4. Summarize how one's individual role within the family changes with maturity
5. Determine methods of achieving cooperation within the family
6. Relate needs, wants and resources to planned spending
7. Identify possible sources of income for a teenager
8. Explain the influence of personal spending on the family budget
9. Compare advantages of receiving an allowance to getting money when it is needed

10. Explain the impact of teen spending on the economy

11. Appraise the influence of advertising on how the teen spends money

12. Choose purchases according to values and goals deemed important

13. Recognize adjustments to a new family member that may be necessary

14. Identify ways a teenager can help parents with child care

15. Identify safety precautions necessary when caring for a young child

16. Select foods which make a significant nutritional contribution to a child's development

17. Prepare a meal which is attractive and appropriate for a family with young children

18. Identify the similarity and uniqueness of individual development during early childhood

19. List the basic needs of children and explain briefly the value of each need

20. Identify clothing needs of child at various stages of development

21. List contributions of play to physical, mental and social development of the young child

22. Cite ways in which personal and community property is abused

23. Choose ways to show regard for personal and public property

24. Identify safety hazards in the home

25. Illustrate the importance of safety in the home

26. Identify the differences in causes of fires and how to control each kind

27. Give examples of employment available to teenagers using knowledge and skills acquired in home economics class

28. Relate high school offerings to preparation for specific jobs

Beginning Foods II (8221)
Section B
September 3, 1974

GRADE 8

Beginning Foods II introduces the student to a broad perspective of foods from ecological and world food problems to skills in preparation and of historical and regional patterns of food consumption.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Homemaking 7

PERFORMANCE OBJECTIVES

The student will be able to:

1. Arrange foods from the Basic Four food groups into meal plans which meet the daily nutritional needs
2. Relate specific nutrients to their functions in the body and describe their effects on physical, emotional and mental status
3. Compare current sources of food information concerning their value and validity
4. Define ecology
5. Recognize products used in the home that are recyclable
6. Explain how weight is controlled by calorie intake and output, activity, body build and individual needs
7. Explain terms and abbreviations necessary in order to follow a recipe
8. Predict how measuring techniques influence a product
9. Name the metric units of weight and measure
10. Prepare a recipe using metric measures
11. Prepare foods using special equipment
12. Explain the relationship of unit pricing, code dating, coupons, packaging methods, and advertised specials to consumer practices
13. Write a menu in correct form
14. Using consumer guidelines, prepare market order for menus that are stimulating, appetizing and nutritious

15. Explain the relationship between plentiful foods and eating patterns that developed in the new world

16. Identify other cultures and countries that have influenced American foods and customs

17. Describe selected foods and seasonings that have been developed within each cultural region of the United States

18. Develop an awareness of the role of food in bringing people together

19. Identify the contribution of each region to the total food supply of the United States

20. Give examples of how knowledge of food preservation has increased the supply and variety of foods eaten in the United States

21. Prepare selected dishes typical to various regions of the United States

22. Cite examples of equipment that were developed to prepare a specific dish

Crafts and You (8221)
Section B
September 3, 1974

GRADE 8

Crafts and You provides an opportunity for the student to: explore crafts as a decorative art related to self-expression in the area of clothing; to obtain knowledge and practice needed to assess and improve grooming practices; and to develop those skills needed to successfully complete a basic knit garment and care for it.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Mechanics of Sewing I or Learning to Sew

PERFORMANCE OBJECTIVES

The student will be able to:

1. Describe how selected crafts were developed and applied over the years
2. Relate selected crafts to their regional origin
3. Become aware of a wide range of crafts and the techniques involved in completing each
4. Select a craft project to complete
5. Explain the procedure for the phases of grooming care
6. Identify techniques of clothing care
7. Develop a plan for storage and organization of clothing
8. Describe the characteristics of and identify types of knit construction (warp, weft, single, double)
9. Obtain from a pattern envelope information on sizing, yardage, notion needs and recommended fabrics
10. Identify the differences in one basic pattern of multiple sizes to a pattern of one size per envelope
11. Select a pattern and notions appropriate for knit fabric
12. Use the appropriate laundering and pressing techniques for knit fabric
13. Apply preparation and construction techniques to the making of a basic knit garment

14. Use machine and hand stitching techniques unique to sewing with knit fabrics

15. Practice work habits conducive to accomplishment, safety and order

16. Evaluate finished garment in relation to wearability, pleasure derived, and expenditure of time, energy and cost

Basic Sewing (8230, 8274)*
Section B
September 3, 1974

GRADES 9-12 (Adapt unit to grade level)

Basic Sewing provides an opportunity for students to consider clothes as an expression of self, to gain an appreciation of clothing selection as an art, and to develop those skills needed in successfully completing a garment and caring for it.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Explore the selection and use of clothing as an expression of individuality
2. Identify clothes suitable for the individual
3. Become aware of styles, color, and design of current fashions
4. Develop criteria for selection of pattern, fabric and basic sewing supplies to individual project
5. Demonstrate the ability to select correct pattern size for body stature
6. Practice work habits conducive to accomplishments of safety and order
7. Perform selected basic construction processes:
   - preparing fabric
   - adjusting pattern
   - laying out pattern
   - cutting and marking pattern
   - stay stitching
   - understitching
   - pressing
   - making seams and seam finishes
   - sewing darts, tucks or gathers
   - applying facings
8. Judge garment by class-determined criteria
9. Apply standards of fabric selection and construction processes to ready-made garments

10. Follow directions given on a stain removal chart

11. Interpret the terms used on hang tags and care labels

12. Apply the correct cleansing process to individual garments

13. Survey cleaning and mending products on the market

Intermediate Sewing (8240, 8274)*
Section B
September 3, 1974

GRADES 9-12 (Adapt unit to grade level)

Intermediate Sewing provides learning experiences sequential to basic sewing. Garment constructed includes techniques applied to woven wools, blends, or nap fabrics.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Sewing or advanced standing

PERFORMANCE OBJECTIVES

The student will be able to:

1. Investigate current fashion trends as related to age group and activities

2. Select pattern suited to body stature/size, which includes new construction processes

3. Relate construction and finish of fabric to appropriate use and care of the garment

4. Purchase an appropriate pattern and fabric for a sewing project

5. Develop increased skill in use of sewing equipment

6. Continue practicing work habits conducive to accomplishment, safety and order

7. Develop skills in selected construction processes
   - matching nap, design, plaid and striped fabric or other new fabric-handling techniques
   - attaching interfacing
   - sewing gathers, darts, tucks, pleats
   - inserting buttonholes or zippers

8. Evaluate the sewing project considering cost, time and energy invested as well as quality of construction processes, fit and appearance

9. Appraise consumer practices for selecting clothing

* Home Economics II - 8240
  Specialized Study - 8274

GRADES 10-12

Advanced Sewing provides opportunity to become skilled in wardrobe planning and designer construction techniques. Creativity and self-expression through clothing construction will be included.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Intermediate Sewing or advanced standing

PERFORMANCE OBJECTIVES

The student will be able to:

1. Analyze the current fashion trends
2. Appraise personal wardrobe in relation to individual life-style
3. Select patterns or combinations of patterns that will express creativity and fill a need in wardrobe
4. Construct a garment using advanced construction processes
5. Compare cost and construction processes of ready-mades with student-made garments of similar design

Tailoring (8274)
Section B
September 3, 1974

GRADES 10-12

Tailoring provides opportunities in selection and preparation of fabric, pattern alteration, and construction of garment using tailoring techniques.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Intermediate Sewing

PERFORMANCE OBJECTIVES

The student will be able to:

1. Distinguish characteristics of fabrics and notions used in tailoring

2. Select an appropriate pattern and woven wool (or blend) fabric for a basic tailored garment

3. Use terms, equipment and construction techniques unique to the tailoring process

4. Construct a tailored woolen or wool blend garment using the following processes:
   - tailor and french tacks
   - interfacing
   - pad stitching
   - inserting bound buttonholes
   - hand-picking zipper
   - stay and taping
   - lining and underlining
   - applying pockets
   - rolled collar
   - hem and seam finishing
   - thread shanks for sewing on buttons
   - pressing

5. Prepare the pattern and fabric for use in construction of the garment

6. Evaluate the completed garment by using a class-prepared score sheet which includes consideration of individual ability, techniques, money and energy invested

GRADES 9-12 (Adapt unit to grade level)

Sew with Knits I includes information about knit fabrics on the market today, the construction processes used when sewing with knit fabrics, and the pressing and laundering techniques suitable for knits.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Describe the characteristics of and identify types of knit construction (warp, weft, single, double)
2. Determine the factors which influence the decision to make or purchase a knit garment
3. Obtain from a pattern envelope information on sizing, yardage, notion needs and recommended fabrics
4. Identify the differences in one basic pattern of multiple sizes to a pattern of one size per envelope
5. Select a pattern and notions appropriate for knit fabric
6. Determine and make adjustments necessary in commercial patterns that are not specifically designed for knit construction
7. Use the appropriate laundering and pressing techniques for knit fabric
8. Operate and care for a sewing machine
9. Apply preparation and construction techniques to the making of three basic knit garments
   Options
   - T-shirt or top
   - A-line skirt
   - pants or shorts
   - jumper
10. Use machine and hand stitching techniques unique to sewing with knit fabrics
11. Practice work habits conducive to accomplishment, safety and order
12. Evaluate finished garment in relation to wearability, pleasure derived, and expenditure of time, energy and cost

Sew With Knits II (8274)
Section B
September 3, 1974

GRADES 10-12

Sew with Knits II develops skills in the construction and care of knit dresses, suits, coats, lingerie and swim wear.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Sew with Knits I or Basic Sewing (Knit Fabrics)

PERFORMANCE OBJECTIVES

The student will be able to:

1. Recall and perform skills learned in Sew with Knits I
2. Develop a shopping list for supplies needed for making garments
3. Differentiate between notions needed for garments, lingerie and swim wear
4. Construct one garment from each of the following groups:

Group	Fabric Type	Project Suggestions
I	double knit	coat jacket suit dress
II	tricot	half or full slip nite shirt pajamas bra panties
III	elastized knit	body suit swim suit swim trunks girdle bra

5. Apply advance techniques suitable for constructing the garment(s) which may include collar, buttonholes, pockets and/or trim
6. Relate management practices to the use of proper equipment and supplies
7. Apply ideas gathered from ready-made garments to garments being constructed
8. Select correct cleaning process for individual garments

GRADES 10-12 (Adapt unit to grade level)

Wardrobe Planning is a study of styles appropriate to the individual; of coordinating a wardrobe; of clothing cost in terms of time, skill and money; and of clothing needs for family members.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Analyze the effect of clothing on a person's behavior
2. Describe appropriate styles and colors for own figure type and coloring
3. Explore current fashions to determine the styles appropriate to self
4. List clothing needs for each activity for one season
5. Determine garments needed for a basic wardrobe
6. Inventory present wardrobe by activity, category, color and season
7. Determine future needs and additions to a seasonal wardrobe
8. Determine how to get the most out of a clothing budget
9. Select a garment or garments to make that will be coordinated into wardrobe

Textiles and Crafts (8240, 8274)*
Section B
September 3, 1974

GRADES 10-12 (Adapt unit to grade level)

Textiles and Crafts explores methods of fabric construction and application of design and color related to fabric. Characteristics of textiles will be identified and applied to consumer fabric choices. A textiles craft project will be created.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Sewing

PERFORMANCE OBJECTIVES

The student will be able to:

1. Classify fibers by their physical and chemical characteristics into natural or man-made
2. State the process by which fibers are made into yarns and fabrics
3. Compare various methods of fabric construction, fabric dyeing and fabric finishes
4. Predict how finishes will affect performance of fabric
5. Create a project utilizing techniques explored in the study of fabric construction
6. Utilize art principles and techniques in design and construction of textile craft projects

* Home Economics II - 8240
Specialized Study - 8274

GRADES 11-12

Basic Design includes the social and psychological aspects of clothing, selected facets of the fashion industry, and opportunities for employment. The student gains knowledge and skills in flat pattern designing and makes a personalized sloper (pattern).

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Sewing or knowledge and skill in garment construction

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify trends in fashion
2. Use illusion features in an original design
3. Express design principles in sketch form so that design features are apparent
4. Explore the occupational opportunities within the fashion industry
5. Create various bodice designs by using a 1/4" scale sloper
6. Produce miniature slopers of the bodice with clear, concise drawing lines showing dart manipulation
7. Use a basic pattern to make a personalized scale sloper accurately
8. Use the personalized sloper as a tool for pattern making

* Fashion Design - 8221
Specialized Study - 8274

Original Design (8280, 8274)*
Section B
September 3, 1974

GRADES 11-12

Original Design develops knowledge and skills in flat pattern designing. A pattern made from slopers will be used to construct a fashionable garment. The history of costume will be studied.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Design

PERFORMANCE OBJECTIVES

The student will be able to:

1. Give a brief overview of the history of costume
2. Complete a 1/4" scale design for a variety of skirts, collars, sleeves and princess-line dresses
3. Develop a 1/4" scale pattern for a given design
4. Convert an original design into a full-scale pattern
5. Complete a fashionable, well-fitting garment

* Fashion Design - 8221
Specialized Study - 8274

Couture Design (8280, 8274)*
Section B
September 3, 1974

GRADES 11-12

Couture Design includes the relationship of textiles to design and the application of couture textiles to garment construction. Couture methods are used in constructing a garment from a designer pattern.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Sewing or knowledge and skill in garment construction

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify the properties of various fibers
2. Identify various fabrics and weaves
3. Determine suitable fabrics to use for specific designs
4. Determine qualities to look for when buying fabric and choose an appropriate fabric or a couture fabric for a couture garment
5. Demonstrate one detail using couture methods
6. Incorporate couture methods in a garment made in class from a designer pattern

* Fashion Design - 8221
Specialized Study - 8274

Haute Couture (8280, 8274)*
Section B
September 3, 1974

GRADES 11-12

Haute Couture develops a knowledge of the world of high fashion. Creativity is encouraged through fashion sewing. A fashion presentation will be a part of the unit.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Sewing or knowledge and skill in garment construction

PERFORMANCE OBJECTIVES

The student will be able to:

1. Recognize the names of influential designers and identify the country in which they work
2. Give distinguishing characteristics of the work of various designers
3. Recognize the potential of design in everyday things
4. Make a portfolio of design sketches
5. Respond to various stimuli which can be utilized in creative design
6. Sketch an original design
7. Construct a garment from an original design or from a modified commerical pattern
8. Identify various methods of fashion presentation
9. Organize and present a fashion activity with other members of the class

* Fashion Design - 8221
Specialized Study - 8274

GRADES 9-12 (Adapt unit to grade level)

Basic Foods involves the use of various preparation techniques and the planning, preparing and serving of simple meal patterns. Included is the application of social and consumer practices.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Apply nutritional principles to personal food selection
2. Use proper terms, techniques and equipment in food preparation
3. Work in the kitchen with a minimum of guidance
4. Practice safe and sanitary work habits in the foods center
5. Apply types of table settings and service to varying meal patterns
6. Identify the factors affecting consumer decisions and apply these to the planning and buying of food
7. Plan, prepare and serve foods either individually or in meals which require various types of preparation techniques
8. Apply general principles of food storage and preservation

* Home Economics I - 8230
Social and Consumer Education for Young Adults - 8270
Specialized Study - 8273

Advanced Foods (8240, 8273)*
Section B
September 3, 1974

GRADES 9-12 (Adapt unit to grade level)

Advanced Foods emphasizes the preparation of protein foods, yeast breads and desserts. Principles of nutrition and management are applied to the planning, preparing and serving of meals to meet the needs of individual family members.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Foods

PERFORMANCE OBJECTIVES

The student will be able to:

1. Plan economical and nutritious menus emphasizing protein foods, yeast breads and desserts
2. Apply principles of protein cookery to food preparation
3. Demonstrate effective management practices in the laboratory
4. Prepare and serve protein foods, yeast breads and desserts as a part of the meal
5. Become aware of food preparation and service as a means of expressing creativity
6. Practice the adjustment of menus to satisfy special dietary needs of individual family members
7. Determine criteria by which laboratory practices and food products are evaluated

* Home Economics II - 8240
Specialized Study - 8273

GRADES 11-12

Modern Meals provides experiences in planning, purchasing and serving meals and foods. Emphasis is placed on nutrition, food preparation and consumer education.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Analyze individual nutritional needs using the Basic Four food groups as a guide
2. Select, use and care for equipment correctly
3. Use terms, measurements, abbreviations and food equivalents in food preparation
4. Follow instructions in the recipe using correct equipment and techniques
5. Use sanitary and safety practices in the kitchen
6. Prepare and serve meals using the Basic Four food groups
7. Apply art principles to food preparation, table settings and service
8. Cite cultural and social factors which contribute to food selection and service
9. Determine criteria by which laboratory experiences and food products are evaluated
10. Identify factors affecting consumer decisions relating to foods
11. Apply principles of food storage and preservation

* Senior Homemaking - 8270
Specialized Study - 8273

Party Foods (8273)
Section B
September 3, 1974

GRADES 10-12

Party Foods includes planning, purchasing, preparing and serving food for entertaining. Emphasis is placed on table service, etiquette, table appointments and individual creativity.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Use proper terms, techniques and equipment when preparing foods for entertaining

2. Demonstrate table service appointments and etiquette to complement the type of entertainment specified

3. Plan, prepare and serve party foods including appetizers, garnishes, entrees, accompaniments and desserts

4. Express individual creativity in party preparations centered around a specific theme

5. Identify factors affecting consumer decisions in shopping for and selecting party foods

6. Utilize information and skills gained from Party Foods into a proposed social function

GRADES 11-12

Gourmet Foods provides experiences in planning, preparing and serving haute cuisine.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Foods and Advanced Foods

PERFORMANCE OBJECTIVES

The student will be able to:

1. List foods considered gourmet
2. Define terms unique to the preparation of gourmet foods
3. Use special equipment necessary for gourmet cooking
4. Become skilled in the preparation and use of garnishes
5. Plan, prepare and serve gourmet foods
6. Select gourmet foods as one vehicle for aesthetic and creative expression
7. Identify factors affecting consumer decisions in shopping for and selecting foods for gourmet cooking

International Foods (8273)
Section B
September 3, 1974

GRADES 10-12

International Foods offers experience in planning, preparing and serving meals using foods of other cultures. The course provides an opportunity for creativity and adaptation to the individual's life-style.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Basic Foods

PERFORMANCE OBJECTIVES

The student will be able to:

1. Demonstrate skill in specialized techniques and in the use of equipment for the preparation of international foods
2. Compile terminology related to international food preparation
3. Explain food choices of various people as influenced by their culture
4. Plan, prepare and serve meals using foods from around the world
5. Adapt foods and table appointments of other cultures to personal life-styles
6. Integrate the knowledge and skills learned into daily meal planning and food preparation
7. Identify factors affecting consumer decisions in shopping for and selecting foods for preparing international dishes

GRADES 11-12

Experimental Foods is a study seeking answers to the questions of "why" and "how" through planned observation and explanation of products prepared.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Discern the cause and effect that various ingredients produce when combined in a given experiment
2. Develop standards for judgment in making decisions as to the relative merits of various food products, methods, techniques or theories
3. Compare the relative merits of products obtained from the use of various ingredients on the final product
4. Compare the relative merits of products received from different methods of preparation
5. Write up each experiment stating the results obtained
6. Develop an original recipe

Baking (8273)
Section B
September 3, 1974

GRADES 10-12

Baking places emphasis on acquiring knowledge and skills in the preparation of quick and yeast breads, cakes, cookies and pastries.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify baking terminology, ingredients, equipment and procedures for measuring
2. Follow directions in a recipe accurately
3. Develop baking skills and produce quality baked products
4. Evaluate standard quality of baked products
5. Achieve personal satisfaction as illustrated by adapting class experiences to individual and family needs
6. Identify factors affecting consumer decisions either to producing homemade baked products or to purchasing baked goods

GRADES 9-12 (Adapt unit to grade level)

Personal Improvement and Careers provides an opportunity for the individual to develop self-understanding and explore career opportunities.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify personality as being the total individual
2. Identify the basic needs of individuals
3. Define the meaning and means of achieving socialization
4. Discuss the influence of family goals and values on the individual
5. Formulate a plan for personal improvement
6. Analyze personal aptitudes, abilities and interests
7. Compile information concerning a specific job

* Home Economics I - 8230
Specialized Study - 8272

Family Living (8272)
Section B
September 3, 1974

GRADES 11-12

Family Living analyzes the influence of family on individual development, provides for group interaction with stress on the importance of sensitivity to various aspects of communication, explores the influence of love on all facets of life, and aids in evaluating readiness for marriage.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Compare various concepts and customs in marriage
2. Define the changing roles of family members
3. Compare alternative concepts of living patterns
4. Identify basic needs common to persons of all age groups
5. Examine ways own aspirations have been influenced by parental desires and weigh the effect of own aspirations on family goals
6. Weigh responsibility for outcome resulting from personal decisions and actions as they affect self and others
7. Explore relationships between emotional factors and stability in marriage
8. Analyze ways in which responsibilities and privileges are related to stability in marriage
9. State criteria for readiness for marriage
10. Formulate personal expectations for marriage

GRADES 10-12

Preparation for Marriage considers influence of family on individual development, contemporary family living patterns, and personal readiness for marriage and parenthood.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Homemaking II

PERFORMANCE OBJECTIVES

The student will be able to:

1. Indicate awareness of similarities and differences in families
2. Illustrate how cultural patterns are transmitted through different family structures and authority patterns
3. Formulate personal expectations concerning family living styles
4. Judge the compatibility and relationship of self to others
5. Relate decisions and preparations, commonly made during the engagement period, which facilitate the establishment of a new family unit
6. Rank some characteristics indicating personal readiness for a lasting relationship
7. Recognize that readiness for marriage contributes to the likelihood of stability in marriage

* Home Economics III - 8250
Specialized Study - 8272

Parenthood (8272)
Section B
September 3, 1974

GRADES 11-12

Parenthood explores the responsibilities and satisfactions of being a parent, defines the stages of prenatal development and care, and identifies the sequential growth patterns of young children.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify roles and responsibilities generally associated with marriage and parenthood
2. Give examples of attributes indicative of physical and emotional readiness for parenthood
3. Discuss the importance of prenatal and postnatal care to the health of the mother and the child
4. Explain the physical and psychological aspects of pregnancy and childbirth
5. Relate the patterns of behavior and physical growth characteristics of children
6. Formulate a position on the responsibility of parents for the total development of their children
7. Distinguish the relationships between fulfillment of the needs of children and development of children
8. Cite evidences of what it means to a child to be wanted
9. Voluntarily work with young children in a self-directed project
10. Become aware of human sexuality as an integral part of life

GRADES 11-12

Personal Decisions gives the young adult an opportunity to apply decision-making processes to family and peer relationships and housing needs.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify steps in decision-making
2. Become aware of basic needs of individuals
3. Recognize uniqueness of young children
4. Relate values, goals and standards to self-development
5. Demonstrate interest in own development by making tentative plans for working toward personal goals
6. Identify the basis of conflicts and problems during dating and verbalize various ways of coping with these problems
7. Recognize the influence of dating on the establishment of future adult relationships
8. List the important issues that need to be resolved during the engagement period
9. Investigate factors contributing to readiness for marriage and verbalize personal beliefs concerning readiness for marriage
10. Analyze how one's personal growth and development could affect one's likelihood of success in marriage
11. Distinguish between more important and lasting aspects of family living and transitory ones
12. Become aware of sources of assistance available to couples before marriage and after marriage
13. Identify individual needs met by housing

14. Make comparisons of the local housing costs of buying versus renting, pointing out advantages and disadvantages

15. Evaluate homes and house plans in terms of features that contribute to comfort and convenience

16. Become cognizant of programs instituted by government agencies to meet the housing needs of the population

17. Identify principles of design used in home furnishings

18. Establish criteria for the selection of furniture and equipment appropriate to a specific life-style and income

19. Make a plan for the purchase of minimum essentials in furniture and equipment for a specific place of abode

* Social and Consumer Education for Young Adults - 8270
Specialized Study - 8272

Self-Development (8270, 8272)*
Section B
September 3, 1974

GRADES 11-12

Self-Development explores self-understanding through identification and analysis of factors relating to growth and development.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Perceive that self-understanding and awareness of others' actions are interrelated
2. Explore and analyze aspects of social behavior
3. Explore factors contributing to individual physical and social growth
4. Resolve problems following prescribed steps
5. Summarize ways in which families influence self-development
6. Analyze own social behavior in relation to personal value system

* Human Development - 8270
Specialized Study - 8272

Emotional Behavior (8270, 8272)*
Section B
September 3, 1974

GRADES 11-12

Emotional Behavior relates human development at various age levels to emotional needs of individuals.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Define and explore the emotional needs of human beings
2. Relate the emotional needs of human beings to their physical development
3. Compare and contrast differences of the individual as indicated by personal emotional growth
4. Identify indications of maturity
5. Explore peer and marital relationship patterns

* Human Development - 8270
Specialized Study - 8272

GRADES 11-12

The Complete Person includes aspects of mental, emotional, social and physical development. This coordinated study of behavior aids the individual to accept self, and to recognize the many facets relative to personal development.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Emotional Behavior or Self-Development

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify basic and secondary needs of all human beings
2. Select and observe a subject in an objective manner following listed procedures
3. Define and summarize self-concept and self-perception in relation to mental, emotional, social and physical development

* Human Development - 8270
Specialized Study - 8272

Integrative Study (8260, 8270, 8272)*
Section B
September 3, 1974

GRADES 11-12

Integrative Study is an enrichment study for the individual. The student is given the opportunity to be creative, to learn, to increase perceptive ability and awareness, and to share findings.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: The Complete Person

PERFORMANCE OBJECTIVES

The student will be able to:

1. Choose an area of interest and formulate plans for an in-depth study which uses varied methods and procedures
2. Identify personal values
3. Synthesize findings from an in-depth study

* Home Economics IV - 8260
Human Development - 8270
Specialized Study - 8272

GRADES 9-12 (Adapt unit to grade level)

Development of the Child I identifies the sequential growth patterns of young children and the overall importance of the family to the life of the child.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Homemaking I if 8240; None if 8284

PERFORMANCE OBJECTIVES

The student will be able to:

1. Indicate the contributions made by the family to the development of young children
2. Distinguish the phases of prenatal development
3. Interpret the growth sequence of the young child
4. Become aware of health and safety precautions for the young child
5. Practice the techniques of caring for children: bathing, dressing, feeding, playing
6. Analyze the importance of play to the development of young children
7. Develop criteria for the selection and purchase/construction of play and other equipment needed to provide an environment for optimum childhood growth and development
8. Distinguish among play patterns of preschool children
9. Become aware of the contribution of a child to one's family group
10. Explore the responsibility of parents in the total development of children
11. Analyze environmental factors conducive to optimum development of the young child

* Home Economics II - 8240
Specialized Study - 8284

Development of the Child II (8284)
Section B
September 3, 1974

GRADES 11-12

Development of the Child II identifies the sequential growth patterns of the child from 6-12 and considers special factors that affect development, guidance and protection of all children. Job opportunities in child care are introduced.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: Development of the Child I

PERFORMANCE OBJECTIVES

The student will be able to:

1. Interpret the growth sequence of young children
2. Analyze the development and care of the child from six to twelve
3. Comprehend and appreciate the capabilities and potentials of individuals who are mentally, physically or socially different
4. Identify resources outside the home that are available in assisting the family in the care and protection of children
5. Recognize the individual's responsibility in supporting and assisting community projects and agencies
6. Become aware of cultural heritage and its effect on roles of family members
7. Apply knowledge, techniques and skills acquired through participation in the child study seminar to actual situations in the nursery laboratory school, in an employment situation and/or in the student's home life
8. Recognize the opportunities for employment in child care situations

GRADES 9-12 (Adapt unit to grade level)

Interior Decorating applies principles of aesthetics, management and consumer economics to the development of interior designs for individuals and families.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. List the functions of a home and possible influences the home environment can have on the individual and the family
2. Identify examples of living areas as a reflection of individual qualities and values
3. Identify design elements used to create moods in living spaces
4. Choose furniture to meet personal needs, values and resources
5. List structural features of furniture to be considered in purchasing
6. Identify possible furnishing arrangements in relation to function and beauty
7. Plan basic linens for a room
8. Select a storage area in a drawer, closet, or a room and develop a plan for improvemen
9. Arrange accessory groupings using basic art principles and personal preferences as guides
10. Identify the sources and uses of low-cost accessories

* Home Economics I - 8230
Specialized Study - 8297

Housing and Interior Design (8250, 8297, 8270)*
Section B
September 3, 1974

GRADES 11-12

Housing and Interior Design explores the decision making process as applied to selecting, financing and decorating a home. Topics include housing values, types of housing available in the community, buying versus renting, and factors to consider when building a home. The course emphasizes the decisions young people make when selecting furnishings and decorating their homes.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify the factors involved in selecting housing to meet family needs and values
2. Describe the evolution of housing as it changes to meet certain physical and social needs
3. Identify and differentiate between types of heating, cooling, lighting, plumbing and building materials
4. Read a basic blueprint
5. Compare the advantages and disadvantages of buying and renting in relation to cost and responsibility
6. Explain the procedures involved in renting or purchasing a home
7. Compare furnishing needs and values to the individual's and/or family's position in the life cycle
8. Relate background information on principles and elements of design to personal surroundings

* Home Economics III - 8250
Specialized Study - 8297
Senior Homemaking - 8270

GRADES 11-12

Environmental Housing is designed for the student who is interested in the economic, sociological and technological aspects of housing. The unit focuses on individual and family needs and life-style as dynamic forces affecting the housing patterns and ecology of the community.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Analyze types of communities and state unique qualities of each
2. Explain primary housing needs of a family
3. Compare methods by which communities meet the housing needs of individuals and families at each stage of the life cycle
4. Discuss individual citizen responsibility in moral and social issues related to housing
5. Justify a position to obtain/maintain ecological balance in communities
6. Differentiate major and minor housing cost factors for families of varied incomes
7. Interpret current research and trends in housing
8. Discuss dual responsibility of government and the individual in housing problems today
9. Identify the aesthetic and functional value of landscape design

* Home Economics IV - 8260
Specialized Study - 8297

American Crafts (8260, 8297)*
Section B
September 3, 1974

GRADES 9-12 (Adapt unit to grade level)

American Crafts provides an opportunity for the student to enjoy a variety of decorative arts as a means of self-expression in the area of interior decoration.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Relate the origin of the craft to its historical background
2. Identify design elements and principles and relate these to the near environment
3. Identify equipment needed for each specific craft
4. Interpret the directions; define terms and identify them via abbreviations
5. Demonstrate the techniques involved in five crafts
6. Create a project which will add to the aesthetic value of a selected area
7. Evaluate project based on established criteria

* Home Economics IV - 8260
Specialized Study - 8297

GRADES 9-12 (Adapt unit to grade level)

Consumer Management provides an opportunity to clarify values and goals in relation to gaining optimum satisfaction from the selection and use of resources for self and family.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify and explain individual, family and community resources
2. Explain values and goals, and relate them to use of resources
3. Determine ways individual and family resources may be conserved or extended
4. Differentiate between information useful to the consumer and information that is ambiguous or emotional in appeal
5. Cite the privileges of consumers and the proper exercise of privileges
6. Develop a financial plan for a student, an individual on his/her own, a beginning family with one wage earner, and/or a beginning family with two wage earners
7. List and define types of financial protection
8. Identify ways personal skills contribute to the total income of the family
9. Replace or repair a piece of machinery, clothing or furniture

* Specialized Study - 8271
Home Economics II - 8240
Senior Homemaking - 8270

Home and Family Management (8271)
Section B
September 3, 1974

GRADE 12

Home and Family Management focuses on effective management, family finances and resources, decision-making and planning, and housing.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Interpret the use of management techniques as an integral part of the decision-making process
2. Explain the interrelationship of values, goals, decision-making and management
3. Compare cooperative decision-making to individual decision-making with respect to personal satisfactions derived from the decisions and the impact on family relationships
4. Formulate a procedure for clarification of goals which a young family might employ
5. Relate the interdependence of management and family interpersonal relationships in different stages of the family cycle
6. Propose a system of management for homemaking activities for a beginning family
7. Distinguish between the life styles of beginning families on different income levels
8. Explain alternatives for financial protection available to a beginning family
9. Develop a financial plan for a beginning family
10. Develop guidelines for financial planning for an individual on the job or for a young family
11. Identify the relationship between spending patterns and psychological satisfaction from use of monetary resources
12. Make judgements concerning the use of credit in making purchases
13. Outline the procedure for, and cost of, providing housing for the family

GRADES 9-10

Home Nursing offers experiences in the home care of the sick and injured as it relates to modern techniques including Red Cross nursing procedures, construction and use of equipment, and selection and preparation of diets.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Participate in sharing responsibilities for family health
2. Identify techniques for keeping well by preventing the spread of contagious disease
3. Explain the need for normal household routine despite illness in the home
4. Plan ways to adjust household routine during the illness of a family member
5. Inform doctor of observable symptoms and follow doctor's recommendations
6. Perform skills required in caring for sick or injured family members in the home
7. Plan daily menu, as prescribed by the doctor; provide essential nutrients
8. Set an attractive tray
9. Demonstrate skills in caring for people in an emergency
10. Identify and develop skills in caring for the sick and/or injured in the home
11. Explain how happiness contributes to good mental health, which in turn contributes to good physical health

* Home Economics II - 8240
Specialized Study - 8271

Management for Young Adults (8270, 8271)*
Section B
September 3, 1974

GRADES 11-12

Management for Young Adults analyzes the responsibilities of financial management, business practices, and clothing selection and care.

Credit Value: One unit of a 180-day course
Minimum Class Time: 45 days
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Utilize the steps involved in decision-making
2. Formulate a financial plan
3. Explain the relationship between financial plan and the attainment of wants and needs
4. Discuss the privileges of consumers and the proper exercise of privileges
5. Explain various kinds of financial protection
6. Estimate the costs of continuing education after high school
7. Determine when and how to use consumer credit
8. Differentiate between information useful to the consumer and information that is ambiguous or emotional in appeal
9. Perform basic skills in caring for clothing
10. Demonstrate ability to repair clothing
11. Cite factors which affect the selection of clothing

* Social and Consumer Education for Young Adults - 8270
Specialized Study - 8271

Child Development Seminar
and Laboratory (8285)
Section B
September 3, 1974

GRADES 10-12

Child Development Seminar and Laboratory combines the study of child growth and development with participation in the planning and operation of a nursery laboratory school for three- and four-year-olds. The course provides an opportunity for students to prepare for careers involving children, for exploring their own identity, and for citizenship with responsibility of making daily decisions that affect children.

Credit Value: 2 or 3
Minimum Class Time: 36 weeks, 2 to 3 class periods
Prerequisite: 16 years of age by completion of course

PERFORMANCE OBJECTIVES

The student will be able to:

1. Demonstrate the personal qualities that are necessary to work cooperatively in the laboratory school
2. Identify the patterns of development in young children
3. Analyze the contribution of each laboratory interest center to the total growth and development of the child
4. Demonstrate effective methods of interacting with children
5. Observe, record and interpret the behavior of children in the nursery laboratory and other settings
6. Demonstrate health, safety and sanitation practices
7. Plan and implement suitable and appealing activities for children ages three through seven
8. Analyze the influence of activities on the development of the individual child
9. Indicate the contributions made by the family to fulfilling the child's basic needs
10. Hypothesize the effects of heredity and environment on children
11. Explore own identity through studying and working with children
12. Explore careers that involve working with children

Occupational Food Service I (8275)
Section B
September 3, 1974

GRADES 10-12

Occupational Food Service I prepares the student for employment in food-related occupations. Instruction includes food management, preparation and service, menu planning and food purchasing, use and maintenance of equipment, and employment policies.

Credit Value: 2 hours
Minimum Class Time: 36 weeks, 2 class periods
Prerequisite: None

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify the job opportunities and determine employee qualifications in each area of the food service industry
2. Accept instruction and guidance from supervisory personnel in performing duties assigned as a food service employee in class
3. Develop and analyze personal qualities which determine probability for job success in the food service industry
4. Practice principles of sanitation and hygiene which apply to food handling
5. State the kinds and functions of equipment used in commercial food service establishments
6. Select, clean and store the appropriate pieces of equipment for particular tasks
7. Practice the precautions necessary to avoid accidents in food preparation and service areas
8. Evaluate situations in terms of safety and health practices followed in food preparation and service areas
9. Identify and produce in quantity, quality food products
10. Read recipes, know terminology and follow directions according to specifications listed in standard commercial recipes
11. Apply work simplification principles to quantity food preparation
12. Develop food production skills

13. Develop and write menus emphasizing nutrition, meal planning principles, cost and types of service

14. Practice principles and develop skill for quantity food planning, buying, storing and record keeping

15. Estimate operative cost in item pricing

16. Evaluate food dishes in terms of merchandising techniques

17. Display courtesy and attentiveness when merchandizing food

18. Demonstrate table settings and service for several types of dining

19. Analyze personal factors affecting employment in food service occupations

20. Complete application requirements for typical job or further education in the food industry

Occupational Food Service II (8276)
Section B
September 3, 1974

GRADES 11-12

Occupational Food Service II prepares the student for employment in food-related occupations. Instruction includes cooperative work experience and in-depth projects based on analysis of the student's needs and interests.

Credit Value: 2
Minimum Class Time: 36 weeks, 1 hour in class plus supervised work experience
Prerequisite: Occupational Food Service I

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify food industry opportunities
2. Explain requirements affecting employment in food service establishments
3. Secure and hold a job in food service
4. Maintain responsibility in each assignment and adapt to changes in routine
5. Accept instruction and policy from supervisor
6. Develop individual initative, insight and positive attitudes in a job situation
7. Recognize the relationship between satisfactions in employment and total life-style
8. Develop competencies related to the occupation through in-depth study
9. Develop self-confidence for employability as a result of class and supervised experiences

GRADES 11-12

Sewing for Profit develops sewing skills for employment. The course includes construction of garments and home furnishings, alterations, textile characteristics and care, and employment policies and opportunities. Learnings are applicable to home as well as commercial settings.

Credit Value: 2
Minimum Class Time: 36 weeks, 2 class periods daily
Prerequisite: 16 years of age, adequate sewing skills
Recommendations: Successful completion of Home Economics I, II, or related course

PERFORMANCE OBJECTIVES

The student will be able to:

1. Investigate the opportunities for employment in sewing services
2. Select, care for, and operate safely and efficiently home and commerical equipment and other tools of the trade
3. Apply textile information in completing sewing projects
4. Demonstrate sewing skills adequate for employment
5. Differentiate individual proficiency in marketable skills
6. Summarize regulations, benefits and responsibilities relating to employment
7. Apply for employment within personal range of skills